The Frequency of Unwanted Student Behaviours in Secondary Schools in Terms of Certain Variables

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Abstract—Unwanted student behaviors are considered to be the biggest obstacle at schools for education to reach its goals. This case may threaten the goals and the safety of schools, and make classroom management difficult. The aim of this study is to examine the frequency of unwanted students behaviors in terms of some personal variables of teachers. The sample of the study consists of 316 secondary school teachers who worked in Batman central district in 2013. As a data collection tool, "Frequency Scale of Unwanted Student Behaviours", which was developed by [11] was utilized. The data were analyzed by using SPSS for Windows 18.0. According to the analysis results, considering the gender, there is difference between teachers' views on regarding the frequency of unwanted student behaviours in the dimension of "out-of-class behaviours". This difference is in female teachers favour. When compared to male teachers, female teachers indicates more that unwanted student behaviours occur. Considering the socio-economic variable, there is significant difference between upper-level and lower-level, and medium-level and lower-level in the dimensions of "interpersonal relationship" and "out-of-class behaviours". This difference is in the favour of lower-level in both dimensions. As for the "interpersonal relationship", there is difference between upper-level and lower-level in this dimension. Again, the difference is in the favour of lower-level.

Index Terms—unwanted student behaviours, socioeconomic level, unwanted student behaviours in secondary schools

I. INTRODUCTION

Schools are considered to be an important and a strategic constituent of our education system since they have a place in constructing the future. The aim of schools is to improve individuals as a whole, that is, in terms of physical, intellectual, and spiritual perspectives and prepare them for following upper education and for public life. However, it is possible that sometimes unwanted students behaviours arise despite all the measures taken by schools or authorities. In the occurrence of these behaviours, with no doubt, along with schools, the attitudes and behaviours of teachers, physical condition and climate of schools, applications in learning and teaching process, the child's family environment and life history, media and many other factors are effective.

Schools are of the primary institutions in socializing individuals after their families. The compliance of students with cultural structure of the school, and strengthening their commitment to schools can prevent unwanted student behaviours [1]. One of the factors influencing the student behaviours is the climate of schools. The climate of schools effect managers, teachers, and students' behaviours and this climate is seen as a characteristic. Naturally, the climate of schools effect the climate of classrooms as well [2].

Unwanted student behaviours are of the primary factors which affect classroom management and the works of teachers during teaching-learning process adversely. These behaviours are also one of the primary reasons of teacher burnout [3]. Unwanted behaviours are defined in literature as any kinds of behaviours which affect educational activities in learning environment adversely [2], or as disorderly and problematic behaviours which prevent educational efforts or which hinder classroom activities [4]. These behaviours affect not only learning of students, but also teachers to create an effective learning environment and maintain it [5].

Unwanted student behaviours have been classified differently in literature. For instance, Çelik [2]. Benefited from these criteria while classifying unwanted student behaviours: Unwanted behaviour, that is, a student's interrupting his classmates' learning therefore their being unable to follow the lesson. Anti-social behaviours, that is, the behaviours which are endangering in terms of students’ security, school equipments or personal belongings. As to [6], he divides unwanted student behaviours into three: academically unwanted behaviours, the ones that a student exhibits to his
teachers and friends, and the ones which are endangering for equipments and the environment.

When looked at the literature, it was found that there are many causes of undesirable student behavior. For example, the research conducted by [7], Among the causes of undesirable student behaviors” are included: Families indifference to the children's Education, "Impact of Violence showed in Television and in the Other Mass Media” impact of violence and families negative attitudes towards their children. [8] refers to the causes of undesired behavior in schools (facilities owned by the school administration and the school) and teachers (subject areas, education and general qualifications etc.). [9] has identified Misbehaving students as follows; schools, teachers, and the community, causes stemming from the family. In another study, it has been found the leading causes of undesired behavior are overcrowded classes, families, friends outside of school [10].

Undesirable student behavior is not independent from the education program. Philosophical approach that is based on education program, is an effective element in the shaping of the program. The program's objectives, content, teaching-learning process, the behavior of the students in the class and how an edited evaluation item is, can affect their feelings [11]. Teaching strategies that is not suitable for the course and subject are included among the causes of undesired behavior. However, all of the unwanted behavior shouldn't be connected to the curriculum or teaching strategies [12]. Among the causes of undesired behavior, could be reasons caused by teachers and students. Teachers are one of the most important elements of the teaching process. Teachers' attitudes and behaviors, professional experience, knowledge, the approach used in the educational process, strategies, methods, techniques, tools and materials has an impact on the behavior of students [11]. These behaviors that teachers generally show pave the way for students to display unwanted behaviors [13]:

- Not awarding positive behaviors,
- Having various expectations that are beyond students’ skills,
- Intolerance to individual differences,
- Teachers’ not being model for wanted behaviors,
- Common desire to control unwanted behaviors through punishment.

Some of the causes of unwanted behaviors result from students. Situations such as students’ individual differences and needs, school and class atmosphere, students’ previous lives, students’ aim to come to school and expectations from school and school-family relationship may be sources of these behaviors. In addition to these, students’ personalities and level of success may be effective in the formation of these behaviors [11].

Unwanted student behaviors may appear in spite of all measures. To prevent these behaviors, the followings may be useful [14]:

- Through continual observation in the process of teaching and learning, teachers should stop such types of behaviors without letting them become more serious as soon as they appear
- Students should be activated during the course. If students participate in the lesson actively, they do not get bored and they are not interested in different stimulants. Therefore, student-centered approaches should be chosen and different students should be allowed to speak.
- Teaching activities and materials should be appropriate for students’ level and meaningful for them.

The aim of the study is to examine the frequency of unwanted student behaviours in secondary schools in terms of certain variables according to the social and economic position of the school and the gender variable.

II. THE METHOD

In the study, screening model, which is one the descriptive research models, was utilized. The population of the study consists of secondary school teachers who worked in Batman central district in 2013. As to the sample of the study, it consists of total 15 schools which were chosen from socially and economically upper, medium and lower-levels, for each of them being five. Each of the teachers working in these schools was given a scale and 316 of them fed back. To choose the sample, simple random sampling method was utilized. As a data collection tool, the one which was developed by [11] was utilized. The scale consists of three sub-dimensions: Interpersonal relations (BAI), Out-of-class behaviours (SDD), and Endamaging Behaviours (ZVD). Cronbach's alpha internal consistency coefficient on these subscales in the original scale are α=0.893, α=0.896, α=0.769 respectively.

For the personal information in the scale, frequency and percentage techniques, which are of descriptive statistics techniques; for the gender variable, independent samples t-test; in order to determine if there is significant difference between teachers' views on social and economic level, one-way analysis of variance (ANOVA) were utilized. In the event that there is significant difference as a result of ANOVA, to determine between which groups this difference originates from, Tukey HSD, which is of post-hoc tests, was utilized. Level of statistical significance was taken as 0.05 for all analyzes.

For any of views written according to five-point rating for "the frequency scale of unwanted student behaviours", "never" was graded as 5, "very rare" was graded as 4, "sometimes" was graded as 3, "usually" was graded as 2, and "always" was graded as 1 point. While commenting the arithmetic mean, the values between 1.00-1.79 were accepted as "always", the ones between 1.80-2.59 were accepted as "usually", the ones between 2.60-3.39 were accepted as "sometimes", the ones between 3.40-4.19 were accepted as "very rare", and the ones between 4.20-5.00 were accepted as "never". According to this case, it can be concluded that the more the values in the scale rise, the less the unwanted student behaviours happen.
III. FINDINGS

Relying on the views of the teachers who participated in the study, the frequency of unwanted student behaviours according to the gender and social-economic variables was presented. According to the gender variable, the teachers’ views on the frequency of unwanted student behaviours were presented in Table I.

**TABLE I. THE TEACHERS’ VIEWS ON THE FREQUENCY OF UNWANTED STUDENT BEHAVIOURS**

<table>
<thead>
<tr>
<th>Sub-dimensions</th>
<th>Male (N=99)</th>
<th>Female (N= 217)</th>
<th>t-statistic</th>
<th>Df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Sd</td>
<td>X</td>
<td>Sd</td>
<td></td>
</tr>
<tr>
<td>BAI</td>
<td>2.27</td>
<td>.68</td>
<td>2.64</td>
<td>.63</td>
<td>4.712**</td>
</tr>
<tr>
<td>SDD</td>
<td>2.53</td>
<td>.85</td>
<td>2.74</td>
<td>.63</td>
<td>2.194*</td>
</tr>
<tr>
<td>ZVD</td>
<td>3.66</td>
<td>.79</td>
<td>3.90</td>
<td>.62</td>
<td>2.825**</td>
</tr>
</tbody>
</table>

*p<0.01, *p<0.05 a: Equalvariances not assumed

When analyzing the teachers’ views on the frequency of unwanted student behaviours in secondary schools according to the gender variable in Table I, it is seen that female teachers' average scores are X=2.64 and male teachers' are X=2.27. In the dimension of "out-of-class behaviours", the average scores of female teachers are X =2.74 and the male teachers' are X =2.53. In the dimension of "endamaging behaviours", it is understood from the table that while the average scores of female teachers are X =3.90, the male teachers' are X=3.66.

When analyzing the teachers' views on the frequency of unwanted student behaviours in secondary schools according to the gender variable, the frequency of unwanted student behaviours is presented. According to the gender variable, the teachers' views on the frequency of unwanted student behaviours were presented in Table I.

**TABLE II. THE RESULTS OF ONE-WAY TEST ANOVA WITH DESCRIPTIVE STATISTICS FOR SOCIAL AND ECONOMIC LEVELS BY ALL SIZES**

<table>
<thead>
<tr>
<th>Sub-dimensions</th>
<th>N</th>
<th>X</th>
<th>Sd</th>
<th>F- Statistic</th>
<th>Group difference”</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAI SDD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top (a)</td>
<td>106</td>
<td>2.70</td>
<td>0.65</td>
<td>8.81**</td>
<td>a-c, b-c</td>
</tr>
<tr>
<td>Middle (b)</td>
<td>95</td>
<td>2.56</td>
<td>0.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottom (c)</td>
<td>115</td>
<td>2.33</td>
<td>0.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAI SDD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top (a)</td>
<td>106</td>
<td>2.81</td>
<td>0.65</td>
<td>7.91**</td>
<td>a-c, b-c</td>
</tr>
<tr>
<td>Middle (b)</td>
<td>95</td>
<td>2.77</td>
<td>0.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottom (c)</td>
<td>115</td>
<td>2.47</td>
<td>0.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BAI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top (a)</td>
<td>106</td>
<td>3.93</td>
<td>0.66</td>
<td>3.10*</td>
<td>a-c</td>
</tr>
<tr>
<td>Middle (b)</td>
<td>95</td>
<td>3.86</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottom (c)</td>
<td>115</td>
<td>3.70</td>
<td>0.62</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<0.01, *p<0.05**: According to Tukey HSD post-hoc test.

According to the social-economic variable, it has been seen that there is significant difference in the "Interpersonal relationship", "out-of-class behaviours" and "endamaging behaviours" sub-dimensions. In order to determine between which groups this difference is, Tukey post-hoc test was used of. When Table II is analyzed according to social-economic variable, it can be seen that there is significant difference between upper and lower levels, medium and lower levels in the dimensions of "interpersonal relationship" and "out-of-class behaviours". This difference is in the favour of the schools which are in lower level category in terms of social-economic level. As to the dimension of "international relationship", there is difference between upper and lower level. In this dimension, it is seen that this difference is in the favour of the schools which are in lower level category.

IV. DISCUSSION AND RESULTS

When the teachers’ views on the frequency of unwanted student behaviours in secondary schools are analyzed, it is seen that the average score of female teachers are more than the males' in the dimension of "interpersonal relationship". In the dimension of "interpersonal relationship", it was stated that unwanted student behaviours happen "usually" according to female teachers, while according to males they happen "sometimes". In the dimension of "out-of-class
behaviours”, it is seen that the average score of female teachers are more than males. In the dimension of “out-of-class behaviours”, there is significant difference between the teachers’ views on the frequency of unwanted student behaviours. The significant difference in this dimension is in the favour of female teachers. According to this, the female teachers state more than the males that unwanted student behaviours happen.

In the dimension of “endamaging behaviours”, it is seen that the average score of female teachers are more than the males. It was stated that “endamaging behaviours” happen “very rarely” in both gender groups. When all the sizes of the scale are analyzed according to the gender variable, comparing to the male teachers, female teachers stated more that unwanted student behaviours happen.

When the literature is analyzed, there are some studies showing that the frequency of unwanted student behaviours does not change according to the gender variable. For instance, [15]-[22] found no difference between genders in exhibiting unwanted behaviours. When the literature is analyzed, it is encountered with different findings showing that the frequency of unwanted student behaviours change according to gender. For instance, according to a research conducted by [23], there is significant difference which is in favour of female teachers, when the attitude scores of teachers regarding unwanted student behaviours are compared according to gender. In a similar manner, in a research conducted by [24], the similar results are reached. Moreover, [25], [26], [20], found that the frequency of unwanted student behaviours change according to gender.

According to social-economic variable, it is seen that there is significant difference between the scores of the sub-dimensions of “interpersonal relationship”, “out-of-class behaviours” and “endamaging behaviours” (p<0,05). In each three sub-dimensions, the teachers working in economically upper-level schools perceive unwanted student behaviours more significant when compared with those working in economically lower-level schools. According to the dimensions of “interpersonal relationship” and “out-of-class behaviours”, the same difference also exist in lower and medium level economic grades. As a result, it can be stated that as long as going from economically upper level schools to the lower ones, the frequency of unwanted student behaviours that the teachers perceive increases. In can be inferred from the literature that there are lots of different reasons of unwanted student behaviours. One of these reasons in the environment in which the schools are in. Physical environment, social-economic and cultural structure effect students' behaviours at schools [2]. The inadequacy of the social environment of the school is effective in the experience of disciplinary incidents [5]. Also [27] found similar results in their studies.

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